

NEW JERSEY DEPARTMENT OF EDUCATION

OFFICE OF TITLE I



2015-2016 TITLE I SCHOOLWIDE PLAN* 307 School of Architecture & Construction Trades

*This plan is only for Title I schoolwide programs that are not identified as a Priority or Focus Schools.

SCHOOLWIDE SUMMARY INFORMATION - ESEA§1114

DISTRICT INFORMATION	SCHOOL INFORMATION
District: PATERSON SCHOOL DISTRICT	School: School of Architecture & Construction Trades
Chief School Administrator: DR. DONNIE EVANS	Address: 61-127 Preakness Avenue, Paterson, NJ 07522
Chief School Administrator's E-mail: devans@paterson.k12.nj.us	Grade Levels: 9th thru 12th
Title I Contact: Marguerite Sullivan	Principal: Dewitt F. Evering
Title I Contact E-mail: Msullivan@paterson.k12.nj.us	Principal's E-mail: devering@paterson.k12.nj.us
Title I Contact Phone Number: 973-321-1000	Principal Phone Number: 973-321-0504

Principal's Certification

The following certification must be made by the principal of the school. Please Note: A signed Principal's Certification must be scanned and included as part of the submission of the Schoolwide Plan.

☐ I certify that I have been included in consultations related to the priority needs of my school and participated in the completion of the Schoolwide Plan. As an active member of the planning committee, I provided input for the school's Comprehensive Needs Assessment and the selection of priority problems. I concur with the information presented herein, including the identification of programs and activities that are funded by Title I, Part A.

Principal's Name (Print)

Principal's Signature

Date

SCHOOLWIDE SUMMARY INFORMATION - ESEA§1114

Critical Overview Elements

- The School held ____ 4 ____ (number) of stakeholder engagement meetings.
- State/local funds to support the school were \$ _____, which comprised _____% of the school's budget in 2014-2015.
- State/local funds to support the school will be \$ _____, which will comprise _____% of the school's budget in 2015-2016.
- Title I funded programs/interventions/strategies/activities in 2015-2016 include the following:

Item	Related to Priority Problem #	Related to Reform Strategy	Budget Line Item (s)	Approximate Cost

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA §1114(b)(2)(B)(ii)*

ESEA §1114(b)(2)(B)(ii): "The comprehensive plan shall be . . . - developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, and administrators (including administrators of programs described in other parts of this title), and, if appropriate, pupil services personnel, technical assistance providers, school staff, and, if the plan relates to a secondary school, students from such school;"

Stakeholder/Schoolwide Committee

Select committee members to develop the Schoolwide Plan.

Note: For purposes of continuity, some representatives from this Comprehensive Needs Assessment stakeholder committee should be included in the stakeholder/schoolwide planning committee. Identify the stakeholders who participated in the Comprehensive Needs Assessment and/or development of the plan. Signatures should be kept on file in the school office. Print a copy of this page to obtain signatures. **Please Note:** A scanned copy of the Stakeholder Engagement form, with all appropriate signatures, must be included as part of the submission of the Schoolwide Plan.

****Add lines as necessary.***

Name	Stakeholder Group	Participated in Comprehensive Needs Assessment	Participated in Plan Development	Participated in Program Evaluation	Signature
Dewitt F. Evering	Principal	Y	Y		
Renee McMillan	Vice Principal	Y	Y		
Kenrick Ramdath	Supervisor	Y	Y		
Cara Centurione	Teacher	Y	Y		
Erik Polo	Teacher	Y	Y		
Temitope David	Supervisor - SPED	Y	Y		
Kristian Perez	Teacher	Y	Y		
Kristen May	Guidance Counselor	Y	Y		
Tana Martinez	School Secretary	Y	Y		
Denise Abdelmalek	Teacher	Y	Y		
Linda Reid	Parent	Y	Y		

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA §1114(b)(2)(B)(ii)*

Stakeholder/Schoolwide Committee Meetings

Purpose:

The Stakeholder/Schoolwide Committee organizes and oversees the Comprehensive Needs Assessment process; leads the development of the schoolwide plan; and conducts or oversees the program's annual evaluation.

Stakeholder/Schoolwide Committee meetings should be held at least quarterly throughout the school year. List below the dates of the meetings during which the Stakeholder/Schoolwide Committee discussed the Comprehensive Needs Assessment, Schoolwide Plan development, and the Program Evaluation. Agenda and minutes of these meetings must be kept on file in the school and, upon request, provided to the NJDOE.

Date	Location	Topic	Agenda on File		Minutes on File	
May 14, 2015		Comprehensive Needs Assessment	Yes		Yes	
June 8, 2015		School wide Plan Development	Yes		Yes	
June 11, 2015		Program Evaluation	Yes		Yes	
June 16, 2015		School wide Plan	Yes		Yes	

****Add rows as necessary.***

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA §1114(b)(2)(B)(ii)*

School's Mission

A collective vision that reflects the intents and purposes of schoolwide programs will capture the school's response to some or all of these important questions:

- What is our intended purpose?
- What are our expectations for students?
- What are the responsibilities of the adults who work in the school?
- How important are collaborations and partnerships?
- How are we committed to continuous improvement?

What is the school's mission statement?

The vision of the School of Architecture and Construction Trades is to prepare students for post-secondary education while providing vocational skills and experiences that respond to 21st century workforce needs. Students will be engaged with interdisciplinary thematic courses that will foster the intellectual and creative development necessary for success in their chosen post graduation endeavors.

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

24 CFR § 200.26(c): Core Elements of a Schoolwide Program (Evaluation). A school operating a schoolwide program must—(1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement; (2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and (3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

Evaluation of 2014-2015 Schoolwide Program *

(For schools approved to operate a schoolwide program in 2014-2015, or earlier)

1. Did the school implement the program as planned?

The 2014-2015 School wide Plan was implemented as planned. However, the focus was not on the 11th graders completing the HSPA, but instead on the 9th to 11th graders completing the PARCC. The PARCC scores were not available as yet, therefore, the STAR Renaissance Scores will be used. Those 12th graders who did not pass the HSPA during the 2013-2014 school year participated in the last administration of the HSPA.

2. What were the strengths of the implementation process?

The total collaboration and cooperation of administrators, teachers, parents, and students were the strengths of the implementation process.

3. What implementation challenges and barriers did the school encounter?

Student absences and cuts were the major challenges during the implementation process.

4. What were the apparent strengths and weaknesses of each step during the program(s) implementation?

The cooperation and collaboration of all stakeholders were strengths of the implementation process. Student absences and cuts were weaknesses of the implementation process.

5. How did the school obtain the necessary buy-in from all stakeholders to implement the programs?

The school obtained the necessary buy-in from all stakeholders to implement the program during meetings with teachers, administrators, partners, students and parents.

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

6. What were the perceptions of the staff? What tool(s) did the school use to measure the staff's perceptions?
The staff members were very positive about the need to achieve our goals and the roles they had to play to accomplish this. The tools the school used to measure the staff's perceptions were results from surveys, feedback from discussions and the minutes from the Liaison Committee.
7. What were the perceptions of the community? What tool(s) did the school use to measure the community's perceptions?
Every member of the community with whom we have had contact expressed support for the school and pledged to help the school achieve its goals.
The tools the school used to measure the community's perceptions were surveys and feedback during discussions.
8. What were the methods of delivery for each program (i.e. one-on-one, group session, etc.)?
Teachers worked with students individually and in groups were the methods used to deliver the programs. Another method used was peer sharing.
9. How did the school structure the interventions?
Students academic weaknesses were determined. Teachers and administrators discussed these in PLC's. They then collaborated with the use of best practices to address the weaknesses.
10. How frequently did students receive instructional interventions?
Students received instructional interventions during the regular classes, after school, and during tutorials.
11. What technologies did the school use to support the program?
Technologies used to support the program were computers, Eno-boards and white boards.
12. Did the technology contribute to the success of the program and, if so, how?
The program's lack of success was not because of technology. The students were more motivated because of technology.

**Provide a separate response for each question.*

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

Evaluation of 2014-2015 Student Performance State Assessments-Partially Proficient

Provide the number of students at each grade level listed below who scored partially proficient on state assessments for two years or more in English Language Arts and Mathematics, and the interventions the students received.

English Language Arts	2013-2014	2014-2015	Interventions Provided	Describe why the interventions <i>did</i> or <i>did not</i> result in proficiency (Be specific for each intervention).
Grade 4				
Grade 5				
Grade 6				
Grade 7				
Grade 8				
Grade 11	39	STARS – 91% Fall 2014 STARS – 87% Spring 2015	<p>2013-2014 School year: HSPA prep classes on Saturdays and after school. Focus was on Reading/Writing Clusters.</p> <p>2014-2015 School Year:</p> <ul style="list-style-type: none"> • Collaboration of SPED and General Ed teachers in Inclusion classrooms. • Teaching writing and reading skills across content areas. • Teachers sharing and implementing best practices. 	<p>2013-2014 School year: The HSPA prep classes were not very well attended because students had to work to help sustain themselves and their families.</p> <p>2014-2015 School Year:</p> <ul style="list-style-type: none"> • Many students saw the HSPA as an important part of their academic assessment process, but they do not see the STARS in the same way. Consequently, they do not perform at their best. • Teachers (not English Teachers) need to be better trained to teach these skills. • English teachers are learning and sharing best practices in their PLC's.
Grade 12	18	22	AHSA Prep – focusing on weakness in Reading/Writing Clusters	<p>2013-2014 School Year: Teachers had access to the HSPA scores which informed them of students' weaknesses and strength. Consequently, they focused on these areas, but students' poor attendance was a problem.</p> <p>2014-2015 School Year:</p> <ul style="list-style-type: none"> • Many students saw the HSPA as an important part of their academic assessment process, but they do not see the STARS in the same way. Consequently, they do not perform at their best. • Teachers (not English Teachers) need to be better trained to teach these skills. • English teachers are learning and sharing best practices in their PLC's.

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

Mathematics	2013-2014	2014-2015	Interventions Provided	Describe why the interventions <i>did</i> or <i>did not</i> result in proficiency (Be specific for each intervention).
Grade 4				
Grade 5				
Grade 6				
Grade 7				
Grade 8				
Grade 11	67	STARS – 66% Fall 2014 STARS – 47% Fall 2015	<p>2013-2014 School Year:</p> <ul style="list-style-type: none"> HSPA prep classes on Saturdays and after school. Focus was on weaknesses in Mathematical clusters <p>2014-2015 School Year:</p> <ul style="list-style-type: none"> Collaboration of SPED and General Education teachers in Mathematics Inclusion classrooms. Teachers sharing and implementing best practices. 	<p>2013-2014 School Year:</p> <ul style="list-style-type: none"> Some students attended the HSPA prep classes irregularly because they had to work. Therefore, the anticipated gains were not achieved. <p>2014-2015 School Year:</p> <ul style="list-style-type: none"> Many students saw the HSPA as an important part of their academic assessment process, but they do not see the STARS in the same way. Therefore, they do not perform at their best. Mathematics teachers are learning and sharing best practices in their PLCs.
Grade 12	40	41	<p>2013-2014 School Year:</p> <ul style="list-style-type: none"> AHSA Prep Classes – focused on weakness in Mathematical clusters <p>2014-2015 School Year:</p> <ul style="list-style-type: none"> Collaboration of SPED and General Education teachers in Mathematics Inclusion classrooms. Teachers sharing and implementing best practices. 	<p>2013-2014 School Year:</p> <ul style="list-style-type: none"> Some students attended the prep classes irregularly. Most of our students struggled with Mathematical processes – problem solving. More instructional time needs to be spent on student individual needs. <p>2014-2015 School Year:</p> <ul style="list-style-type: none"> Many students saw the HSPA as an important part of their academic assessment process, but they do not see the STARS in the same way. Therefore, they do not perform at their best. Mathematics teachers are learning and sharing best practices in their PLC's.

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

Evaluation of 2014-2015 Student Performance *Non-Tested Grades – Alternative Assessments (Below Level)*

Provide the number of students at each non-tested grade level listed below who performed below level on a standardized and/or developmentally appropriate assessment, and the interventions the students received.

English Language Arts	2013-2014	2014 -2015	Interventions Provided	Describe why the interventions <i>did or did not</i> result in proficiency (Be specific for each intervention).
Pre-Kindergarten				
Kindergarten				
Grade 1				
Grade 2				
Grade 9	76	STARS – 97% Fall 2014 STARS – 85% Spring 2015	<p>2013-2014 School Year:</p> <ul style="list-style-type: none"> Strategic Reading, Peer tutoring, Inclusion <p>2014-2015 School Year:</p> <ul style="list-style-type: none"> Collaboration of SPED and General Education teachers in Mathematics Inclusion classrooms. Teachers sharing and implementing best practices. 	<p>2013-2014 School Year:</p> <ul style="list-style-type: none"> Strategic reading has proven to be a success. More than 80% of our 9th graders have shown improvements in their lexile scores, but peer tutoring and the inclusion classroom have not helped to contribute to the anticipated proficiency. Students really need more time on tasks and lessons need to be taught based on students' weaknesses and strengths. <p>2014-2015 School Year:</p> <ul style="list-style-type: none"> Many students saw the HSPA as an important part of their academic assessment process, but they do not see the STARS in the same way. Consequently, they do not perform at their best. Teachers (not English Teachers) need to be better trained to teach these skills. English teachers are learning and sharing best practices in their PLC's.
Grade 10	64	STARS – 90% Fall 2014 STARS – 83% Spring 2015	<p>2013-2014 School Year:</p> <ul style="list-style-type: none"> Inclusion, Tutorials <p>2014-2015 School Year:</p> <ul style="list-style-type: none"> Collaboration of SPED and General Ed teachers in Inclusion classrooms. Teaching writing and reading skills 	<p>2013-2014 School Year:</p> <ul style="list-style-type: none"> Many of our students came to this school not performing at grade level. Students need more time on tasks and lessons need to be taught based on students' weaknesses and strengths.

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

			<p>across content areas.</p> <ul style="list-style-type: none"> Teachers sharing and implementing best practices. 	<p>2014-2015 School Year:</p> <ul style="list-style-type: none"> Many students saw the HSPA as an important part of their academic assessment process, but they do not see the STARS in the same way. Consequently, they do not perform at their best. Teachers (not English Teachers) need to be better trained to teach these skills. English teachers are learning and sharing best practices in their PLC's.
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Mathematics	2013-2014	2014 -2015	Interventions Provided	Describe why the interventions provided <u>did or did not</u> result in proficiency (Be specific for each intervention).
Pre-Kindergarten				
Kindergarten				
Grade 1				
Grade 2				
Grade 9	76	<p>STARS – 73% Fall 2014 STARS – 57% Spring 2015</p>	<p>2013-2014 School Year:</p> <ul style="list-style-type: none"> Inclusion classes <p>2014-2015 School Year:</p> <ul style="list-style-type: none"> Skills acquired from IFL workshops and walkthroughs. 	<p>2013-2014 School Year:</p> <ul style="list-style-type: none"> Some students needed more time on tasks and lessons needed to be taught based on students' weakness and strengths. <p>2014-2015 School Year:</p> <ul style="list-style-type: none"> There was a 16% growth between the Fall and Spring assessments. This would have been better if all the teachers had received and were implementing the IFL skills.
Grade 10	64	<p>STARS – 100% Fall 2014 STARS – 80% Spring 2015</p>	<p>2013-2014 School Year:</p> <ul style="list-style-type: none"> Inclusion classes <p>2014-2015 School Year:</p> <ul style="list-style-type: none"> Skills acquired from IFL workshops and walkthroughs. 	<p>2013-2014 School Year:</p> <ul style="list-style-type: none"> Some students needed more time on tasks and lessons needed to be taught based on students' weakness and strengths. <p>2014-2015 School Year:</p> <ul style="list-style-type: none"> There was a 20% student growth between the Fall and Spring assessments. All Teachers need to implement the IFL strategies diligently and consistently.

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

Evaluation of 2014-2015 Interventions and Strategies

Interventions to Increase Student Achievement – Implemented in 2014-2015

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	IFL Strategies, PLC's and AHSA Classes	YES	HSPA & STARS Scores, Teachers' Roll Books, Progress Reports, & Report Cards	Like any other group, these students have shown growth. In general, these students have done better in Math than in Language Arts. As a whole these students have shown an 18% growth in Math and an 11% in Language Arts.
Math	Students with Disabilities	IFL Strategies, PLC's and AHSA Classes	YES	HSPA & STARS Scores, Teachers' Roll Books, Progress Reports, & Report Cards	Like any other group, these students have shown growth. In general, these students have done better in Math than in Language Arts. As a whole these students have shown an 18% growth in Math and an 11% in Language Arts.
ELA	Homeless	N/A	N/A	N/A	N/A
Math	Homeless	N/A	N/A	N/A	N/A
ELA	Migrant	N/A	N/A	N/A	N/A
Math	Migrant	N/A	N/A	N/A	N/A
ELA	ELLs	IFL Strategies, PLC's and AHSA Classes Credit Recovery	YES	HSPA & STARS Scores, Teachers' Roll Books, Progress Reports, & Report Cards	Like any other group, these students have shown growth. In general, these students like those with disabilities have done better in Math than in Language Arts. As a whole these students have shown an 18% growth in Math and an 11% in Language Arts.
Math	ELLs	IFL Strategies, PLC's and AHSA Classes	YES	HSPA & STARS Scores, Teachers' Roll Books, Progress Reports, & Report Cards	Like any other group, these students have shown growth. In general, these students like those with disabilities have done better in Math than in Language Arts. As a whole these students have shown an 18% growth in Math and an 11% in Language Arts.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Economical ly Disadvanta ged	IFL Strategies, PLC's, AHSA Classes & Breakfast	YES	HSPA & STARS Scores, Teachers' Roll Books, Progress Reports, & Report Cards	In general, these students have done better in Math than in Language Arts. Students in this group have shown a 10% growth in Math and a 6% in Language Arts.
Math	Economical ly Disadvanta ged	IFL Strategies, PLC's, AHSA Classes & Breakfast	YES	HSPA & STARS Scores, Teachers' Roll Books, Progress Reports, & Report Cards	Like any other group, these students have shown growth. In general, these students have done better in Math than in Language Arts. Students in this group have shown a 10% growth in Math and a 6% in Language Arts.

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

Extended Day/Year Interventions – Implemented in 2014-2015 to Address Academic Deficiencies

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	Credit Recovery	YES	Attendance records, Teachers' records, Graduation Rate	90% of the students who participated in the Credit Recovery program earned the credits needed for graduation.
Math	Students with Disabilities	Credit Recovery	YES	Attendance records, Teachers' records, Graduation Rate	90% of the students who participated in the Credit Recovery program earned the credits needed for graduation.
ELA	Homeless	N/A	N/A	N/A	N/A
Math	Homeless	N/A	N/A	N/A	N/A
ELA	Migrant	N/A	N/A	N/A	N/A
Math	Migrant	N/A	N/A	N/A	N/A
ELA	ELLs	Twilight	YES	Attendance records, Teachers' records, Graduation Rate	95% of the students who participated in the Twilight program were successful. They were able to move on to the next grade or graduate.
Math	ELLs	Twilight	YES	Attendance records, Teachers' records, Graduation Rate	95% of the students who participated in the Twilight program were successful. They were able to move on to the next grade or graduate.
ELA	Economically Disadvantaged	Credit Recovery	YES	Attendance records, Teachers' records, Graduation Rate	90% of the students who participated in the Credit Recovery program earned the credits needed for graduation.
Math	Economically Disadvantaged	Credit Recovery	YES	Attendance records, Teachers' records, Graduation Rate	90% of the students who participated in the Credit Recovery program earned the credits needed for graduation.

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

Evaluation of 2014-2015 Interventions and Strategies

Professional Development – Implemented in 2014-2015

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	In-Service – Inclusion	NO	In-Services Agendas Student Assessments HSPA Scores	85% of the students are not performing at that anticipated, proficiency level. Lessons need to be taught in stages, students need to spend more time on tasks and both teachers need to plan together.
Math	Students with Disabilities	In-Service – Inclusion	NO	In-Services Agendas Student Assessments HSPA Scores	70% of the students are not performing at that anticipated, proficiency level. Lessons need to be taught in stages, students need to spend more time on tasks and both teachers need to plan together.
ELA	Homeless	N/A	N/A	N/A	N/A
Math	Homeless	N/A	N/A	N/A	N/A
ELA	Migrant	N/A	N/A	N/A	N/A
Math	Migrant	N/A	N/A	N/A	N/A
ELA	ELLs	In-Service	YES	Attendance Records Student Portfolios and Student Assessments	Walkthroughs and feedbacks revealed that about 15% of our teachers had problems with classroom control, the use of differentiated instruction and other best practices. PD's were offered. Almost 80% of these teachers are demonstrating effectiveness in the areas of prior ineffectiveness.
Math	ELLs	In-Service	YES	Attendance Records Student Portfolios and Student Assessments	Walkthroughs and feedbacks revealed that about 15% of our teachers had problems with classroom control, the use of differentiated instruction and other best practices. PD's were offered. About 80% of these teachers are demonstrating effectiveness in the areas of prior ineffectiveness.
ELA	Economically Disadvantaged	Breakfast Program	YES/NO	Student Assessments Attendance Records	90% of these students are performing like any other sub group.
Math	Economically Disadvantaged	Breakfast Program	YES/NO	Student Assessments Attendance Records	90% of these students are performing like any other sub group.

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA		In-Service IFL	YES/NO	In-Service Agendas Evaluations Walkthroughs	Administrative walkthroughs and feedbacks revealed that about 15% of our teachers had problems with classroom management and the use of differentiated instruction. Professional Development (PD) was offered to correct these problems. About 80% of these teachers are demonstrating proficiency in classroom management and almost 80% are using differentiated instruction. Teachers need to consistently demonstrate the strategies taught during these workshops.
Math		In-Service IFL	YES/NO	In-Service Agendas Evaluations Walkthroughs	Administrative walkthroughs and feedbacks revealed that about 15% of our teachers had problems with classroom management and the use of differentiated instruction. Professional Development (PD) was offered to correct these problems. About 80% of these teachers are demonstrating proficiency in classroom management and differentiated instruction. Teachers need to consistently demonstrate the strategies taught during these workshops.

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

Family and Community Engagement Implemented in 2014-2015

1 Conte nt	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	Parent orientation for freshmen parents Back to school night reception	YES/NO	Meeting Minutes	There were improvements in parental involvement and participation in school activities and programs. Parents helped to shape the school wide plan and assisted with the school programs. Community members are part of the Advisory Board. Parental involvement/participation was about 35%.
Math	Students with Disabilities	Parent orientation for freshmen parents Back to school night reception	YES/NO	Meeting Minutes	There were improvements in parental involvement and participation in school activities and programs. Parents helped to shape the school wide plan and assisted with the school programs. Community members are part of the Advisory Board. Parental involvement/participation was about 35%.
ELA	Homeless	N/A	N/A	N/A	N/A
Math	Homeless	N/A	N/A	N/A	N/A
ELA	Migrant	N/A	N/A	N/A	N/A
Math	Migrant	N/A	N/A	N/A	N/A
ELA	ELLs	Back to school night reception, Parent orientation for freshmen parents	YES/NO	Parent attendance logs	There were improvements in parental involvement and participation in school activities and programs. Parental involvement/participation was about 35%
Math	ELLs	Back to school night reception, Parent orientation for freshmen parents	YES/NO	Parent attendance logs	There were improvements in parental involvement and participation in school activities and programs. Parental involvement/participation was about 35%
ELA	Economically Disadvantage d	Back to school night reception, Parent orientation for freshmen parents	YES/NO	Parent attendance logs	About 35% of these parents participated in school activities.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

1 Conte nt	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
Math	Economically Disadvantage d	Back to school night reception, Parent orientation for freshmen parents	YES/NO	Parent attendance logs	About 35% of these parents participated in school activities
ELA		Parent orientation for freshmen parents Back to school night reception, Parent coalition	YES/NO	Parent attendance logs Parent reports	There were about 35% parental involvement and participation in school activities and programs. Parents helped to shape the school wide plan and assisted with the Assessment programs.
Math		Parent orientation for freshmen parents Back to school night reception, Parent coalition	YES/NO	Parent attendance logs Parent reports	There were about 35% parental involvement and participation in school activities and programs. Parents are members of the school's management team. They helped to shape the school wide plan and assisted with other school programs.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

Principal's Certification

The following certification must be completed by the principal of the school. Please Note: Signatures must be kept on file at the school. A scanned copy of the Evaluation form, with all appropriate signatures, must be included as part of the submission of the Schoolwide Plan.

☐ I certify that the school's stakeholder/schoolwide committee conducted and completed the required Title I schoolwide evaluation as required for the completion of this Title I Schoolwide Plan. Per this evaluation, I concur with the information herein, including the identification of all programs and activities that were funded by Title I, Part A.

Principal's Name (Print)

Principal's Signature

Date

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

ESEA §1114(b)(1)(A): "A comprehensive needs assessment of the entire school [including taking into account the needs of migratory children as defined in §1309(2)] that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in §1111(b)(1). "

2015-2016 Comprehensive Needs Assessment Process *Data Collection and Analysis*

Multiple Measures Analyzed by the School in the Comprehensive Needs Assessment Process for 2015-2016

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)			
Academic Achievement – Reading	STARS	9 th Grade Fall – 97% Spring – 85%	10 th Grade Fall – 90% Spring – 83%	11 th Grade Fall – 91% Spring - 87%	12 th Grade Fall – 95% Spring – 87%
Academic Achievement - Writing	STARS				
Academic Achievement - Mathematics	STARS	9 th Grade Fall – 73% Spring – 57%	10 th Grade Fall – 100% Spring – 80%	11 th Grade Fall – 66% Spring - 47%	12 th Grade Fall – 100% Spring – 78%
Family and Community Engagement	Back to school night attendance Report card night attendance The Academy fair and freshmen orientation and the daily participating of parents	Back to school and report card nights have shown improvements in attendance. The Academy fair and parent orientation were satisfactorily attended. About 35% of our parents participated in school activities. Many parents are participating in school activities and programs. A system will be put in place to determine the percentage of parents who participate in the day to day running of the school.			
Professional Development	District/School PD opportunities, In-service days for teachers and administrators	About 15% of our teachers were not using best practices and had poor classroom control. Almost 80% of these teachers are now using best practices, have better classroom control and are displaying the strategies and DOLs at all times. Teachers need to consistently practice the strategies learned in IFL Training.			

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
Leadership	Walkthroughs, Professional Development, Modeling	School leadership has conducted at least 3 walkthroughs per teacher each week and feedbacks were given consistently. School leaders have conducted professional developments based on needs that were determined during walkthroughs. All Administrators have modeled best practices. There were improvements in teacher instruction.
School Climate and Culture	Administrative, Teacher, student and parent school climate and culture surveys	These surveys were done, but have not yet been analyzed.
School-Based Youth Services	Attendance Records	Students use these services before, during and after school for tutoring, counseling, job search and placement, home assistance and peer sharing. There are no data to ascertain if these services improved student achievement. About 350 students were serviced during the 2014-2015 school year by the School-Based Youth Services.
Students with Disabilities	Easy IEP	Students were placed in mainstream, inclusion, self-contained and resource classes based on their IEP. Some of these students were placed in the Community Based initiative (CBI) Program.
Homeless Students	N/A	N/A
Migrant Students	N/A	N/A
English Language Learners	Home – Language survey ACCESS test, HSPA scores, WAPT	More than 50% of the students who took the ACCESS test moved up a level or exited from the bilingual/ESL Program.
Economically Disadvantaged	Title 1 and report card data, student lunch applications	Approximately 85% of our students received free and reduced lunch. These students received waivers when necessary for AP tests, SAT/PSAT exams and for the completion of college applications.

2015-2016 Comprehensive Needs Assessment Process*

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

Narrative

1. What process did the school use to conduct its Comprehensive Needs Assessment?
A School's Management Team and SCIP Teams were formed to analyze the school's needs. After careful review of the attendance reports, HSPA and Assessment scores, the school's vision and mission and the School District's strategic plans, the team identified four priority problems. The Management Team then analyzed past strategies and methods that had been used to increase student achievement. It was determined that Language Arts Literacy, Mathematics, the student attendance and the graduation rate are the four priority problems.
2. What process did the school use to collect and compile data for student subgroups?
Different processes were used to collect and compile data for student subgroups. For example, HSPA scores, Star Assessment scores, Unit Assessment scores, Read 180 (Strategic Reading) lexile scores and EASY IEP portfolios give data about different subgroups.
3. How does the school ensure that the data used in the Comprehensive Needs Assessment process are valid (measures what it is designed to measure) and reliable (yields consistent results)?
The data are valid and reliable because these assessments are computer generated, analyzed and disaggregated. Also, the HSPA is a standardized test.
4. What did the data analysis reveal regarding classroom instruction?
The data revealed that classroom instruction has affected student achievement. Teachers used best practices in their classrooms. Administrators will ensure that this remains consistent and from bell to bell. Students' academic needs were analyzed and verified.

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

5. What did the data analysis reveal regarding professional development implemented in the previous year(s)?

The professional development opportunities implemented in the former year were effective. 80% of the teachers who participated in the professional development opportunities have shown improvements in classroom management, in the use of data to inform instructions, writing effective lesson objectives and DOLs and in the use of best practices.

6. How does the school identify educationally at-risk students in a timely manner?

Teachers are required to report to their administrators the names of students who are in danger of failing every other month during the school year. Student and parent conferences are then held and interventions like tutorials, after school and lunch time make up sessions, Twilight school and credit recovery are then put in place.

7. How does the school provide effective interventions to educationally at-risk students?

The School-Based Youth Services Program, parents, mentors, teachers and guidance counselors provide guidance and counseling for these students about career choices, college and job options. These approaches help students to be more motivated and interested in their education. Peer tutoring, alternative placement, credit recovery, Twilight school, after school and lunch time make up sessions are also options offered to these students.

8. How does the school address the needs of migrant students?

There were no migrant students identified.

9. How does the school address the needs of homeless students?

The Division of Youth and Family Services, guidance counselors and the School-Based Youth Services counselors would be involved and would help to address individual student needs. No homeless students were identified.

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT ESEA §1114 (b)(1)(A)

- 10.** How does the school engage its teachers in decisions regarding the use of academic assessments to provide information on and improve the instructional program?

The School's Management Team which consists of teachers, administrators, community members and other stakeholders has worked diligently to identify strategies to use to improve curriculum development, action plans, professional development, student success and instruction. Team members turnkey relevant information for their colleagues. Teachers also share and develop best practices in PLC's.

- 11.** How does the school help students transition from preschool to kindergarten, elementary to middle school, and/or middle to high school?

Middle school students view videos and participate in presentations about possible high schools to attend. They then attend the high school fair and orientation. During the orientation they meet the administrators, teachers and students of the high school of their choice. They also get to tour the school.

- 12.** How did the school select the priority problems and root causes for the 2015-2016 school wide plan?

The School's Management Team and Schoolwide Committee reviewed previous year's data and determined the four priority problems for the 2015-2016 school year.

****Provide a separate response for each question.***

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

2015-2016 Comprehensive Needs Assessment Process

Description of Priority Problems and Interventions to Address Them

Based upon the school's needs assessment, select at least three (3) priority problems that will be addressed in this plan. Complete the information below for each priority problem.

	#1	#2
Name of priority problem	Language Arts Literacy and Reading	Mathematics
Describe the priority problem using at least two data sources	Students in the School of Architecture and Construction Trades did not perform as anticipated on different assessments, although they have shown growth in Language Arts and Math.	They still have more improvements to make. Student weaknesses according to the HSPA and STAR Renaissance scores range from the inability to interpret text to drawing references.
Describe the root causes of the problem	A few teachers need to be more consistent and diligent in the implementation of best practices.	Students are entering high school performing below grade level as indicated in the NJASK. Teachers are not consistently using best practices to address student academic needs.
Subgroups or populations addressed	All Students	All Students
Related content area missed (i.e., ELA, Mathematics)	Reading across the curriculum; Workplace Readiness	Integration of Mathematics and Science courses; Workplace Readiness. Teaching across the curriculum.
Name of scientifically research based intervention to address priority problems	Read 180, Wilson Reading, PLATO Credit Recovery and best practices. Professional Development – Differentiation of Instruction, Cooperative work, Project-Based Learning, Portfolio Assessments, use of Rubrics, Grade Level Meetings, Learning Walks and Tutorials	Best practices, PLATO Credit Recovery, Professional Development – Differentiation of Instruction, cooperative work, Project-Based Learning, Portfolio Assessments, use of Rubrics, Grade Level Meetings, Tutorials, and IFL.
How does the intervention align with the Common Core State Standards?	The District LAL curriculum, frameworks, maps and benchmarks are all in alignment with the Common Core State Standards. The strategies to address the priority problems and the state assessments are also in alignment with the Common Core State Standards.	The District Mathematics Curriculum, frameworks, maps and benchmarks are all in alignment with the Common Core State Standards. The strategies to address the priority problems and the state assessments are also in alignment with the Common Core State Standards.

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

2015-2016 Comprehensive Needs Assessment Process *Description of Priority Problems and Interventions to Address Them (continued)*

	#3	#4
Name of priority problem	To increase the yearly attendance rate of students in the School of Architecture and Construction Trades by 3% by June 2016 by providing a personalized attendance plan for students identified as chronically absent.	The Graduation Rate
Describe the priority problem using at least two data sources	According to Genesis and Infinite Campus for 2013-2014 and 2014-2015 student attendance monthly has been about 88%. It needs to be 96%	According to the High School Graduation Cohort Status Profile and District data, about 10% of our students were transferred out or were unverified during the 2014-2015 school year. If there are no interventions, this number can get higher which will affect the 2015-2016 graduation rate.
Describe the root causes of the problem	A firm disciplinary plan is needed. Parents need to play a more active role in the education of their children.	A high school diploma is not important for some students. Students lack motivation.
Subgroups or populations addressed	All students	Seniors
Related content area missed (i.e., ELA, Mathematics)	Attendance for school and all classes will be addressed.	All content areas and electives will be addressed.
Name of scientifically research based intervention to address priority problems	Truancy: A serious problem for students and society, http://www.k12coordinator.org/onlinece/onlineevents/truancy	Local high school graduation rates beat state norm www.sanbenitocountytoday.com
How does the intervention align with the Common Core State Standards?	These interventions have been used in other school districts. Therefore, they are in alignment with the Common Core State Standards.	These interventions have been used in other school districts. Therefore, they are in alignment with the Common Core State Standards.

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

ESEA §1114(b) Components of a Schoolwide Program: A schoolwide program shall include . . . schoolwide reform strategies that . . . “

2015-2016 Interventions to Address Student Achievement

<i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</i>					
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	Strategic Reading	<ul style="list-style-type: none"> * Department Chairperson * Mathematics Supervisors * Teachers 	Students will demonstrate a minimum of 10% improvement in their Lexile scores in the freshmen and sophomore years.	<p>All students who score below 1000 on the SRI will be placed in a double period Read 180 program, a researched based individualized, interactive reading program.</p> <p>http://read180.scholastic.com/reading-intervention-program/about</p>
Math	Students with Disabilities	Institute For Learning (IFL) workshops	<ul style="list-style-type: none"> * Teachers * Department Chairperson * LAL Supervisors 	All Algebra I students will demonstrate proficiency of two curriculum benchmarks by the end of their first year.	<p>Students double dosing in Mathematics program will show considerable growth in their understanding of Algebra I, numerical options.</p> <p>www.renlearn.com reamseh@auburn.edu</p> <p>Students are doing a double dosing of Algebra I. Students have individually shown signs of improvements in their understanding of Algebra. Students have shown improvements in assessments.</p>
ELA	Homeless	Strategic Reading	<ul style="list-style-type: none"> * Department Chairperson * Mathematics Supervisors * Teachers 	Students will demonstrate a minimum of 10% improvement in their Lexile scores in the freshmen and sophomore years.	<p>All students who score below 1000 on the SRI will be placed in a double period Read 180 program, a researched based individualized, interactive reading program.</p> <p>http://read180.scholastic.com/reading-intervention-program/about</p>

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

<i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</i>					
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
Math	Homeless	Institute For Learning (IFL) workshops	<ul style="list-style-type: none"> * Department Chairperson * Mathematics Supervisors * Teachers 	All Algebra I students will demonstrate proficiency of two curriculum benchmarks by the end of their first year.	<p>Students double dosing in Mathematics program will show considerable growth in their understanding of Algebra I, numerical options.</p> <p>www.renlearn.com reamseh@auburn.edu</p> <p>Students are doing a double dosing of Algebra I. Students have individually shown signs of improvements in their understanding of Algebra. Students have shown improvements in assessments.</p>
ELA	Migrant	Strategic Reading	<ul style="list-style-type: none"> * Teachers * Department Chairperson * LAL Supervisors 	Students will demonstrate a minimum of 10% improvement in their Lexile scores in the freshmen and sophomore years.	<p>All students who score below 1000 on the SRI will be placed in a double period Read 180 program, a researched based individualized, interactive reading program.</p> <p>http://read180.scholastic.com/reading-intervention-program/about</p>
Math	Migrant	Institute For Learning workshops	<ul style="list-style-type: none"> * Department Chairperson * Mathematics Supervisors * Teachers 	All Algebra I students will demonstrate proficiency of two curriculum benchmarks by the end of their first year.	<p>Students double dosing in Mathematics program will show considerable growth in their understanding of Algebra I, numerical options.</p> <p>www.renlearn.com reamseh@auburn.edu</p> <p>Students are doing a double dosing of Algebra I. Students have individually shown signs of improvements in their understanding of Algebra. Students have shown improvements in assessments.</p>

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

<i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</i>					
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	ELLs	ESL Writing Classes	<ul style="list-style-type: none"> * Teachers * Department Chairperson * ELL Supervisor 	Students will demonstrate a minimum of 3% improvement in their ACCESS scores in the freshmen and sophomore years.	<p>The process approach to writing is ideally suited to the second language learner since listening, speaking and reading can be naturally integrated with it.</p> <p>www.learnnc.org</p> <p>All level I and II ESL students will be placed in ES: WI or ESL II.</p>
Math	ELLs	Institute For Learning (IFL) workshops	<ul style="list-style-type: none"> * Department Chairperson * Mathematics Supervisors * Teachers 	All Algebra I students will demonstrate proficiency of two curriculum benchmarks by the end of their first year.	<p>Students double dosing in Mathematics program will show considerable growth in their understanding of Algebra I, numerical options.</p> <p>www.renlearn.com</p> <p>reamseh@auburn.edu</p> <p>Students are doing a double dosing of Algebra I. Students have individually shown signs of improvements in their understanding of Algebra. Students have shown improvements in assessments.</p>
ELA	Economically Disadvantaged	Strategic Reading	<ul style="list-style-type: none"> * Teachers * Department Chairperson * LAL Supervisor 	Students will demonstrate a minimum of 10% improvement in their Lexile scores in the freshmen and sophomore years.	<p>All students who score below 1000 on the SRI will be placed in a double period Read 180 program, a researched based individualized, interactive reading program.</p> <p>http://read180.scholastic.com/reading-intervention-program/about</p>

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

<i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</i>					
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
Math	Economically Disadvantaged	Institute For Learning (IFL) workshops	<ul style="list-style-type: none"> * Department Chairperson * Mathematics Supervisors * Teachers 	All Algebra I students will demonstrate proficiency of two curriculum benchmarks by the end of their first year.	<p>Students double dosing in Mathematics program will show considerable growth in their understanding of Algebra I, numerical options.</p> <p>www.renlearn.com</p> <p>reamseh@auburn.edu</p> <p>Students are doing a double dosing of Algebra I. Students have individually shown signs of improvements in their understanding of Algebra. Students have shown improvements in assessments.</p>

**Use an asterisk to denote new programs.*

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

2015-2016 Extended Learning Time and Extended Day/Year Interventions to Address Student Achievement

ESEA §1114(b)(1)(B) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	Least-Restrictive Environment	<ul style="list-style-type: none"> * Department Chairperson * Supervisors * Child Study Team * Teachers 	Number of students who are transitioned into mainstream classes or show academic growth because of their participation in afterschool programs. Students will be identified through quarterly IEP review.	Easy IEP
Math	Students with Disabilities	Least-Restrictive Environment	<ul style="list-style-type: none"> * Department Chairperson * Supervisors * Child Study Team * Teachers 	Number of students who are transitioned into mainstream classes or show academic growth because of their participation in afterschool programs. Students will be identified through quarterly IEP review.	Easy IEP

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

ESEA §1114(b)(1)(B) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Homeless	Twilight Program	* Teachers * Administration	Lessons are in harmony with the curriculum and students show proficiency in lessons taught via authentic assessments.	Plato Credit Recovery Beckett, M., Borman, G., Capizzano, J., Parsley, D., Ross, S., Schirm, A., & Taylor, J. (2009). Structuring out-of-school time to improve academic achievement: A practice guide (NCEE #2009-012). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from http://ies.ed.gov/ncee/wwc/publications/practiceguides .
Math	Homeless	Twilight Program	* Teachers * Administration	Lessons are in harmony with the curriculum and students show proficiency in lessons taught via authentic assessments.	Plato Credit Recovery Beckett, M., Borman, G., Capizzano, J., Parsley, D., Ross, S., Schirm, A., & Taylor, J. (2009). Structuring out-of-school time to improve academic achievement: A practice guide (NCEE #2009-012). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from http://ies.ed.gov/ncee/wwc/publications/practiceguides .
ELA	Migrant	Twilight Program	* Teachers * Administration	Lessons are in harmony with the curriculum and students show proficiency in lessons taught via authentic assessments.	Plato Credit Recovery Beckett, M., Borman, G., Capizzano, J., Parsley, D., Ross, S., Schirm, A., & Taylor, J. (2009). Structuring out-of-school time to improve academic achievement: A practice guide (NCEE #2009-012). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from http://ies.ed.gov/ncee/wwc/publications/practiceguides .

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

ESEA §1114(b)(1)(B) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
Math	Migrant	Twilight Program	* Teachers * Administration	Lessons are in harmony with the curriculum and students show proficiency in lessons taught via authentic assessments.	Plato Credit Recovery Beckett, M., Borman, G., Capizzano, J., Parsley, D., Ross, S., Schirm, A., & Taylor, J. (2009). Structuring out-of-school time to improve academic achievement: A practice guide (NCEE #2009-012). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from http://ies.ed.gov/ncee/wwc/publications/practiceguides .
ELA	ELLs	ESL Writing 1-4	* Department Chairperson * Teachers * Child Study Team	ACCESS test scores, Triple dosing of ESL course work assessments	WAPT Self-Regulated Strategy Development (SRSD) is a flexible instructional model that complies with that mandate by helping students explicitly learn the same kinds of planning, drafting, and revising strategies that are used by highly skilled writers (see Graham and Harris [2005b] for a full description of 20 validated strategies).
Math	ELLs	ESL Writing 1-4	* Department Chairperson * Teachers * Child Study Team	ACCESS test scores, Triple dosing of ESL course work assessments	WAPT Self-Regulated Strategy Development (SRSD) is a flexible instructional model that complies with that mandate by helping students explicitly learn the same kinds of planning, drafting, and revising strategies that are used by highly skilled writers (see Graham and Harris [2005b] for a full description of 20 validated strategies).

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

ESEA §1114(b)(1)(B) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Economically Disadvantaged	Twilight Program	* Teachers * Administration	Lessons are in harmony with the curriculum and students show proficiency in lessons taught via authentic assessments.	Plato Credit Recovery Beckett, M., Borman, G., Capizzano, J., Parsley, D., Ross, S., Schirm, A., & Taylor, J. (2009). Structuring out-of-school time to improve academic achievement: A practice guide (NCEE #2009-012). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from http://ies.ed.gov/ncee/wwc/publications/practiceguides .
Math	Economically Disadvantaged	Twilight Program	* Teachers * Administration	Lessons are in harmony with the curriculum and students show proficiency in lessons taught via authentic assessments.	Plato Credit Recovery Beckett, M., Borman, G., Capizzano, J., Parsley, D., Ross, S., Schirm, A., & Taylor, J. (2009). Structuring out-of-school time to improve academic achievement: A practice guide (NCEE #2009-012). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from http://ies.ed.gov/ncee/wwc/publications/practiceguides .
ELA	9 th and 10 th Graders 11 th and 12 th Graders	Twilight Program Credit Recovery	* Teachers * Administration	Lessons are in harmony with the curriculum and the students show proficiency in lessons taught via authentic assessments.	Plato Credit Recovery Beckett, M., Borman, G., Capizzano, J., Parsley, D., Ross, S., Schirm, A., & Taylor, J. (2009). Structuring out-of-school time to improve academic achievement: A practice guide (NCEE #2009-012). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from http://ies.ed.gov/ncee/wwc/publications/practiceguides .

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

ESEA §1114(b)(1)(B) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
Math	9 th and 10 th Graders 11 th and 12 th Graders	Twilight Program Credit Recovery	* Teachers * Administration	Lessons are in harmony with the curriculum and the students show proficiency in lessons taught via authentic assessments.	Plato Credit Recovery Beckett, M., Borman, G., Capizzano, J., Parsley, D., Ross, S., Schirm, A., & Taylor, J. (2009). Structuring out-of-school time to improve academic achievement: A practice guide (NCEE #2009-012). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from http://ies.ed.gov/ncee/wwc/publications/practiceguides .

**Use an asterisk to denote new programs.*

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

2015-2016 Professional Development to Address Student Achievement and Priority Problems

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	Designing Learning	<ul style="list-style-type: none"> * Central Office * Personnel * Administration 	All teachers and paraprofessionals will receive training in lesson design during the 2015-2016 school year. Increased assessment scores, graduation rate and student attendance and improvement in classroom instruction. Greater parental participation.	Grant Wiggins – Understanding by Design Center for Evidence Based Education (CEBE)
Math	Students with Disabilities	Designing Learning	<ul style="list-style-type: none"> * Central Office * Personnel * Administration 	All teachers and paraprofessionals will receive training in lesson design during the 2015-2016 school year. Increased assessment scores, graduation rate and student attendance and improvement in classroom instruction. Greater parental participation.	Grant Wiggins – Understanding by Design Center for Evidence Based Education (CEBE)
ELA	Homeless	Designing Learning	<ul style="list-style-type: none"> * Central Office * Personnel * Administration 	All teachers and paraprofessionals will receive training in lesson design during the 2015-2016 school year. Increased assessment scores, graduation rate and student attendance and improvement in classroom instruction. Greater parental participation.	Grant Wiggins – Understanding by Design Center for Evidence Based Education (CEBE)

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
Math	Homeless	Designing Learning	<ul style="list-style-type: none"> * Central Office * Personnel * Administration 	All teachers and paraprofessionals will receive training in lesson design during the 2015-2016 school year. Increased assessment scores, graduation rate and student attendance and improvement in classroom instruction. Greater parental participation.	Grant Wiggins – Understanding by Design Center for Evidence Based Education (CEBE)
ELA	Migrant	Designing Learning	<ul style="list-style-type: none"> * Central Office * Personnel * Administration 	All teachers and paraprofessionals will receive training in lesson design during the 2015-2016 school year. Increased assessment scores, graduation rate and student attendance and improvement in classroom instruction. Greater parental participation.	Grant Wiggins – Understanding by Design Center for Evidence Based Education (CEBE)
Math	Migrant	Designing Learning	<ul style="list-style-type: none"> * Central Office * Personnel * Administration 	All teachers and paraprofessionals will receive training in lesson design during the 2015-2016 school year. Increased assessment scores, graduation rate and student attendance and improvement in classroom instruction. Greater parental participation.	Grant Wiggins – Understanding by Design Center for Evidence Based Education (CEBE)

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	ELLs	Designing Learning	<ul style="list-style-type: none"> * Central Office * Personnel * Administration 	All teachers and paraprofessionals will receive training in lesson design during the 2015-2016 school year. Increased assessment scores, graduation rate and student attendance and improvement in classroom instruction. Greater parental participation.	Grant Wiggins – Understanding by Design Center for Evidence Based Education (CEBE)
Math	ELLs	Designing Learning	<ul style="list-style-type: none"> * Central Office * Personnel * Administration 	All teachers and paraprofessionals will receive training in lesson design during the 2015-2016 school year. Increased assessment scores, graduation rate and student attendance and improvement in classroom instruction. Greater parental participation.	Grant Wiggins – Understanding by Design Center for Evidence Based Education (CEBE)
ELA	Economically Disadvantaged	Designing Learning	<ul style="list-style-type: none"> * Central Office * Personnel * Administration 	All teachers and paraprofessionals will receive training in lesson design during the 2015-2016 school year. Increased assessment scores, graduation rate and student attendance and improvement in classroom instruction. Greater parental participation.	Grant Wiggins – Understanding by Design Center for Evidence Based Education (CEBE)

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
Math	Economically Disadvantaged	Designing Learning	<ul style="list-style-type: none"> * Central Office * Personnel * Administration 	All teachers and paraprofessionals will receive training in lesson design during the 2015-2016 school year. Increased assessment scores, graduation rate and student attendance and improvement in classroom instruction. Greater parental participation.	Grant Wiggins – Understanding by Design Center for Evidence Based Education (CEBE)
ELA	All Teachers Paraprofessionals Parents	Designing Learning	<ul style="list-style-type: none"> * Central Office * Personnel * Administration 	All teachers and paraprofessionals will receive training in lesson design during the 2015-2016 school year. Increased assessment scores, graduation rate and student attendance and improvement in classroom instruction. Greater parental participation.	Grant Wiggins – Understanding by Design Center for Evidence Based Education (CEBE)
Math	All Teachers Paraprofessionals Parents	Designing Learning	<ul style="list-style-type: none"> * Central Office * Personnel * Administration 	All teachers and paraprofessionals will receive training in lesson design during the 2015-2016 school year. Increased assessment scores, graduation rate and student attendance and improvement in classroom instruction. Greater parental participation.	Grant Wiggins – Understanding by Design Center for Evidence Based Education (CEBE)

****Use an asterisk to denote new programs.***

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

24 CFR § 200.26(c): Core Elements of a Schoolwide Program (Evaluation). A school operating a schoolwide program must—(1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement; (2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and (3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

Evaluation of Schoolwide Program*

(For schools approved to operate a schoolwide program beginning in the 2015-2016 school year)

All Title I schoolwide programs must conduct an annual evaluation to determine if the strategies in the schoolwide plan are achieving the planned outcomes and contributing to student achievement. Schools must evaluate the implementation of their schoolwide program and the outcomes of their schoolwide program.

1. Who will be responsible for evaluating the schoolwide program for 2015-2016? Will the review be conducted internally (by school staff), or externally? How frequently will evaluation take place?

The 2015-2016 Schoolwide program will be evaluated by the school and Central office officials.

2. What barriers or challenges does the school anticipate during the implementation process?

Parents and community support can be barriers, but the school does not anticipate any barriers or challenges during the implementation process of the school wide program.

3. How will the school obtain the necessary buy-in from all stakeholders to implement the program(s)?

The school will obtain all necessary buy-in from all stakeholders in the implementation of the program by getting their support after they are informed in different forums about the nature of the program.

4. What measurement tool(s) will the school use to gauge the perceptions of the staff?

Surveys, feedbacks and discussions will be used to gauge the perceptions of the staff.

5. What measurement tool(s) will the school use to gauge the perceptions of the community?

Surveys, feedbacks and discussions will be used to gauge the perceptions of the community.

6. How will the school structure interventions?

Interventions will be structured by collaborating and seeking the participation of all stakeholders in designing the best interventions according to the needs.

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

7. How frequently will students receive instructional interventions?
Interventions will be administered during lunch times, class sessions, before and after school and on Saturdays.
8. What resources/technologies will the school use to support the school wide program?
PD 360, Plato Credit Recovery, Continuous PD training, the Twilight program and other web-based programs will be used to support the School Wide Plan.
9. What quantitative data will the school use to measure the effectiveness of each intervention provided?
Assessments, teacher based tests and standardized tests scores and graduation reports will be used to measure the effectiveness of the interventions that will be provided.
10. How will the school disseminate the results of the school wide program evaluation to its stakeholder groups?
The School wide program evaluation results will be disseminated during the school's Management Team meetings, during parent meetings and visits and during back to school nights.

**Provide a separate response for each question.*

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA §1114 (b)(1)(F)*

ESEA §1114 (b)(1)(F) Strategies to increase parental involvement in accordance with §1118, such as family literacy services

Research continues to show that successful schools have significant and sustained levels of family and community engagement. As a result, school wide plans must contain strategies to involve families and the community, especially in helping children does well in school. In addition, families and the community must be involved in the planning, implementation, and evaluation of the school wide program.

2015-2016 Family and Community Engagement Strategies to Address Student Achievement and Priority Problems

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	Parent Orientation for Freshmen, Parent Connect Ed, Report Card/Back to School Nights. The collaboration among parents, teachers and community leaders will help to improve student success.	Administration	<ul style="list-style-type: none"> • 10% improvements in student performance in assessments. • 3% improvement in Student Attendance and Graduation Rates. 	Center for Evidence Based Education (CEBE)
Math	Students with Disabilities	Parent Orientation for Freshmen, Parent Connect Ed, Report Card/Back to School Nights. The collaboration among parents, teachers and community leaders will help to improve student success.	Administration	<ul style="list-style-type: none"> • 10% improvements in student performance in assessments. • 3% improvement in Student Attendance and Graduation Rates. 	Center for Evidence Based Education (CEBE)
ELA	Homeless	Report Card/Back to School Nights. Collaborating among all stakeholders will increase student success.	Administration	Student Attendance Graduation Rate	

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA §1114 (b)(1)(F)*

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
Math	Homeless	Report Card/Back to School Nights. Collaborating among all stakeholders will increase student success.	Administration	Student Attendance Graduation Rate	
ELA	Migrant	Report Card/Back to School Nights. Collaborating among all stakeholders will increase student success.	Administration	Student Attendance Graduation Rate	
Math	Migrant	Report Card/Back to School Nights. Collaborating among all stakeholders will increase student success.	Administration	Student Attendance Graduation Rate	
ELA	ELLs	Parent Orientation for Freshmen Parents Collaboration among the family, community leaders and teachers will help to improve student success.	Administration	<ul style="list-style-type: none"> 10% improvements in student performance in assessments. 3% improvement in Student Attendance and Graduation Rates. 	Center for Evidence Based Education (CEBE)
Math	ELLs	Parent Orientation for Freshmen Parents Collaboration among the family, community leaders and teachers will help to improve student success.	Administration	<ul style="list-style-type: none"> 10% improvements in student performance in assessments. 3% improvement in Student Attendance and Graduation Rates. 	Center for Evidence Based Education (CEBE)
ELA	Economically Disadvantaged	Report Card/Back to School Nights. Collaborating among all stakeholders will increase student success.	Administration	Student Attendance Graduation Rate	

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA §1114 (b)(1)(F)*

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
Math	Economically Disadvantaged	Report Card/Back to School Nights. Collaborating among all stakeholders will increase student success.	Administration	Student Attendance Graduation Rate	
ELA	Families Communities Leaders	Parent Orientation for Freshmen Parents Connect Ed, Report Card/Back to School Nights (These strategies are good because they provide opportunities for parents and other stakeholders to be educated about the importance of good, school attendance, and the need to achieve success in the different assessments. This collaboration among teachers, the family, and community leaders will achieve the desired goals.	Administration	<ul style="list-style-type: none"> 10% improvements in student performance in assessments. 3% improvement in Student Attendance and Graduation Rates. 	Center for Evidence Based Education (CEBE)
Math	Families Communities Leaders	Parent Orientation for Freshmen Parents Connect Ed, Report Card/Back to School Nights (These strategies are good because they provide opportunities for parents and other stakeholders to be educated about the importance of good, school	Administration	<ul style="list-style-type: none"> 10% improvements in student performance in assessments. 3% improvement in Student Attendance and Graduation Rates. 	Center for Evidence Based Education (CEBE)

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA §1114 (b)(1)(F)*

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
		attendance, and the need to achieve success in the different assessments. This collaboration among teachers, the family, and community leaders will achieve the desired goals.			

**Use an asterisk to denote new programs.*

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA §1114 (b)(1)(F)*

2015-2016 Family and Community Engagement Narrative

1. How will the school's family and community engagement program help to address the priority problems identified in the comprehensive needs assessment?

The Family and Community engagement program will assist schools in addressing outlined issues through providing access to parent education programs such as Paterson Parent University and the development of school action teams. In addition, the department will provide parent coordinators to provide parental issue resolve and to coordinate the access of resources to parents to increase student achievement.

2. How will the school engage parents in the development of the written parent involvement policy?

Parents will be engaged in the development of the parent involvement policy via school based PTOs, District-Wide PTO Leadership activities and School-based Action Teams.

3. How will the school distribute its written parent involvement policy?

The District parent involvement policy is accessible via the District website and is available for paper distribution via the school's parent center and/or main office if needed.

4. How will the school engage parents in the development of the school-parent compact?

Parents will be engaged in the development of the school-parent compact through involvement in their school-based PTO and school-based Action Team.

5. How will the school ensure that parents receive and review the school-parent compact?

Parents will receive copies of their school parent compact as part of their welcome back to school packet and the school compact will be available in the school's parent center and / or main office. The compact will also be accessible via of the District and school website.

6. How will the school report its student achievement data to families and the community?

The school will report this information to families and the community during parent visits to the school, back to school/report card nights and during parent meetings/forums.

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT ESEA §1114 (b)(1)(F)

7. How will the school notify families and the community if the district has not met its annual measurable achievement objectives (AMAO) for Title III?
The school will notify families and the community during parent meetings/forums, back to school nights and during parent visits to the school if the District has not met its annual measurable objectives for Title 111.
8. How will the school inform families and the community of the school's disaggregated assessment results?
The school will notify families and the community of the school's disaggregated assessment results during parent meetings/forums, back to school nights, during parent visits to the school and by sending letters home.
9. How will the school involve families and the community in the development of the Title I School wide Plan?
The District will involve families and the community in the development of the Title 1 school wide plan via annual committee meetings consisting of PTO leaders, District staff members and the community stakeholders.
10. How will the school inform families about the academic achievement of their child/children?
The school will inform families about the academic achievement of their child/children during parent forums, school visits and during back to school nights.
11. On what specific strategies will the school use its 2015-2016 parent involvement funds?
Strategies will be driven by School-based action team activities that are developed in conjunction with parents, community stakeholders and school-based staff. In addition, when possible, exposure activities for parents such as local family college tours. The school will continue to support access to parent education programs via the District's Paterson Parent University programs, school-based parent and teacher organizations and District wide parent recognition programs.

**Provide a separate response for each question.*

SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA §(b)(1)(E)*

ESEA §1114(b)(1)(E) Strategies to attract high-quality highly qualified teachers to high-need schools.

High poverty, low-performing schools are often staffed with disproportionately high numbers of teachers who are not highly qualified. To address this disproportionality, the *ESEA* requires that all teachers of core academic subjects and instructional paraprofessionals in a school wide program meet the qualifications required by §1119. Student achievement increases in schools where teaching and learning have the highest priority, and students achieve at higher levels when taught by teachers who know their subject matter and are skilled in teaching it.

Strategies to Attract and Retain Highly-Qualified Staff

	Number & Percent	Description of Strategy to Retain HQ Staff
Teachers who meet the qualifications for HQT, consistent with Title II-A	63	Consistent and relevant professional development- This provides teachers with continuous professional growth. Access to adequate resources, for example, technology, PD 360, Tuition reimbursement. Create ideal school culture and climate. Teachers are happy to work in a school that ideally facilitates teaching and learning. Include teachers in decision making. Teachers will take ownership of that which they help to create.
	100%	
Teachers who do not meet the qualifications for HQT, consistent with Title II-A	0	
	0%	
Instructional Paraprofessionals who meet the qualifications required by <i>ESEA</i> (education, passing score on ParaPro test)	8	Consistent and relevant professional development- This provides teachers with continuous professional growth. Access to adequate resources, for example, technology, PD 360, Tuition reimbursement. Create ideal school culture and climate. Teachers are happy to work in a school that ideally facilitates teaching and learning.
	100%	
Paraprofessionals providing instructional assistance who do not meet the qualifications required by <i>ESEA</i> (education, passing score on ParaPro test)*	0	
	0%	

SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA §(b)(1)(E)*

* The district must assign these instructional paraprofessionals to non-instructional duties for 100% of their schedule, reassign them to a school in the district that does not operate a Title I school wide program, or terminate their employment with the district.

Although recruiting and retaining highly qualified teachers is an on-going challenge in high poverty schools, low-performing students in these schools have a special need for excellent teachers. The school wide plan, therefore, must describe the strategies the school will utilize to attract and retain highly-qualified teachers.

Description of strategies to attract highly-qualified teachers to high-need schools	Individuals Responsible
Recruit teachers from prestigious universities Employment advertisements should be placed in out of district newspapers Fully advertised job fairs Hiring incentives	Central Office/Administration Central Office/Administration Central Office/Administration Central Office/Administration